

The Investigation of Students' Writing Skill Improvement in GBA Implementation Using Procedure Text

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ABSTRACT

Based on the implementation of the new curriculum with GBA, this study investigates the effectiveness of GBA implementation in students' writing skills through procedure text. This study took 41 seventh grade students of SMPIT Al Falaah Simo. This research used descriptive analysis to serve data analysis. It applied quantitative method that collects data through pre-test and post-test. Students were given a task to make procedure text about food creation of instant noodle. From the findings of the T-Test and N-Gain results, it is known that the application of GBA through Procedure text provides a significant change at the intermediate level in students' writing skills. This means that the increase in skills has increased by about 50% of the skills in writing procedure text before the treatment. The T-Test and N-Gain results showed that the application of GBA through Procedure text provided a significant change in students' writing skills in moderate stage. Factors such as mental unpreparedness, lack of material books, lack of time, and limited media facilities caused the increase in skills

Keywords: Genre-based Approach, Writing Skill, Procedure Text.

INTRODUCTION

Every country in the world speaks English, which has evolved into a globally focused branch of linguistics. The 21st century and its challenges are a limitless globe and extensive

labour exchange between nations (Astuti et al., 2022). English is a weapon to meet these challenges. Politics, economics, health, education, social affairs and technology are other areas. Many other topics are covered in English. That is why English is an important subject. Some systems sometimes have English language capabilities. English is the most studied language by students around the world. English is often included in educational curricula worldwide and also in countries where English is the main language (Nasution et al., 2022). In the English curriculum, the material is always related to the development of communication skills and the processing of oral and written language skills. Listening, speaking, reading and writing are English language skills developed in EFL. But only a few possess all these skills (Daniarti et al., 2020). Usually someone only strives for 1-2 skills. In fact, the person who controls the spoken language is less capable in the written language and vice versa. Of these skills, writing should be the most difficult skill in language skills.

Writing is a skill that few can master. It is not only concerned with writing ideas and concepts, but also pays attention to the grammar, punctuation, order and verification of each verse (Nagao, 2019; Nagao, 2022; Handayani & Aminatun, 2020; Hidayati & Rahmah, 2023). There is no doubt that there are many assumptions that writing is the most difficult skill. Writing, on the other hand, requires more concentration because it means that people can show themselves, share information, and exchange information (S. S. Nasution et al., 2022; Nückles et al., 2020). EFL students who have learned English as a second language experience difficulties in writing because of the differences between the two languages, the mother tongue and the second language. Many people do not want to practice to improve their writing skills because of these difficulties.

Starting in 2022, a new curriculum called Kurikulum Merdeka was implemented in Indonesia. The Freedom Education plan hopes to make going to school more enjoyable for students and teachers, because so far Indonesian education seems to emphasize the information segment without focusing on the accommodation of learning (Graziella et al., 2023).

The Independence Curriculum's concept includes:

- a) Project-based instruction to cultivate character and soft skills, according to Pancasila.
- b) Concentrate on the fundamental or essential information that students must comprehend and master.
- c) Having the ability to adapt learning to students' abilities, the environment, and local content.

For the development of students' skills, teachers must provide opportunities for students to practice by encouraging and creating an atmosphere that makes them feel confident in trying. One way is to use genre learning (Ficayuma, 2022).

Genre Based Approach (GBA) was implemented in the English curriculum to develop students' skills through the study of text genres. According to the GBA, students learn the context of the English language by analysing text structures, functions and background. Seventh grade students are taught 2 different texts, a descriptive text and a narrative text. The descriptive text of the material consists of a description of the person, animal, object and procedure. This approach aims to help students who struggle with lexical and grammatical features as a means to a communicative goal. The purpose of using GBA is to help students understand the use of language for communicative purposes in the context of culture, which can be divided into several text types.

Definition of Writing and Implementation

Writing is organizing ideas and thoughts into well-organized and coherent writing, focusing on specific parts. Writing is recognized as a skill that requires advanced thinking and a deep understanding of how ideas are generated (Mubarok & Asri, 2020). It requires multi-dictionary skills, good grammar and effective paragraph organization in written writing. Creating a piece worthy of publication requires a combination of elements such as vocabulary, organization, grammar, coherence and order (Imelda et al., 2019). Additionally, it's important to be able to generate ideas when writing a written form.

Process writing is a way of doing writing in which language learners focus on the interaction with which they produce their composite objects rather than on the objects themselves. The creative cycle provides students with a chain of steps to follow, allowing

them to move toward the core text of their plans, encouraging members to overcome their fear of the blank page and begin the creative cycle one step at a time. Ever since cognitivists began studying the creative cycle and process education, they have been interested in the Bloom and Hayes model (1981 in (Thuong et al., 2020). In implementing and adapting his communication, the expert followed the green routine of the most common type of writing, which involves four steps: organize, edit, revise and revise.

Definition of GBA and Implementation

The GBA model is considered completely acceptable from the point of view of language learning, because the stages or acquisition of language structure reflect language ability. The Genre-Based Approach (GBA) is the idea of teaching students to display at the text level by incorporating instructions that follow the idea of a framework (Hutabarat & Gunawan, 2021). With this approach, students are expected to improve their skills and knowledge at the same time. GBA introduces EALs to logical structures and looks more closely at the requirement for clear authoritative examples that fulfil the social purpose of communicating written text. In addition, GBA separates the written instructions by emphasizing the analysis of the entire text (David & Anderson, 2022). In D phase, junior High students must accept and understand some genre of text, such as description, recount, narrative, short memo, and procedure text.

GBA has four language uses, which include: 1) Building Information on the Field (BKoF), in which the teacher invites students to discuss the text of study; 2) Modeling of the Text (MoT) is a punctuation mark that includes exercises where the teacher shows some texts to students so that students can see things that should be in the text. The sample text provided is not enough for students to compare one text with another; 3) Joint Development of the Text is a stage where students are given the task of creating an objective text together; 4) Independent Construction of the text, which is the activity of students who write an objective text on their own; and 5) Link student-generated text to related text (Suharyadi & Basthomi, 2020; Rahayu et al., 2021).

Using a genre approach, the teacher can show students the many skills, systems, and media used to effectively teach English material. Students also have the possibility to apply these skills and work methods in real environments (Suharyadi & Basthomi, 2020). The introduction of the GBA will not only have a significant impact on students' ability and skills, but also the teachers who concludes that they would make a useful climate class (Angraini & Rozimela, 2020). Accordingly, most educators show both the educational plan and the frameworks interestingly (Graziella et al., 2023). Using classification as a correspondence and teaching method, GBA reflects the learning conditions of the language environment and is used as a tool to achieve social and text-based competence in language (Ramadhan & Dibdyaningsih, 2022).

Definition of procedure text and implementation

Text that provides instructions for the most efficient performance of a specific task or objective can be classified as procedural text. The procedure text consists of a series of short function descriptions, and the accompanying model describes the functions required in this process (Zeng et al., 2020; Ribeiro et al., 2019). Its purpose is to facilitate readers' understanding of the steps that must be taken to successfully complete a task or achieve a specific goal. System texts are commonly found in manuals, recipes, customer guides, training materials, and special archives.

A typical procedure text's structure includes the following:

1. **Goal/Objective:** The procedure's goal or objective is stated at the beginning of the text, along with an explanation of what the reader will accomplish by following the steps.
2. **Rundown of Materials/Fixings:** A list of the materials, tools, or ingredients needed to complete the task may be included in the text, if that is appropriate. This part guarantees that the per user has every one of the fundamental things prior to continuing.
3. **Detailed Instructions:** The text's main body is made up of a series of steps that the reader follows through the process in a clear and organized way. Each step is typically introduced in a sensible and sequential request, with exact guidelines and here and there joined by delineations or graphs for better comprehension.

4. Additional Warnings or Tips: In order to assist the reader in avoiding errors or overcoming potential obstacles during the procedure, procedure texts frequently include additional advice, suggestions, or warnings. This segment may likewise address normal blunders and give investigating arrangements.
5. Conclusion: The text closes by summing up the general cycle and emphasizing The fruitful fulfilment of the undertaking or accomplishing the ideal result.

Strategy texts aim to provide users with a sensible and concise set of instructions that will allow them to accurately recreate a business or interaction. They are designed to be informative, step-by-step and easy to understand so that readers can follow the steps themselves and achieve the desired results. Based on the implementation of a new curriculum with GBA, this study examines the effectiveness of GBA implementation in students' writing skills through procedural text.

RESEARCH METHOD

Participant

Level D of English as a second language has the most materials of the text types. 41 seventh grade students from SMPIT Al Falaah Simo participated in this study. Based on the school's curriculum, these students' classes are segregated by gender. There are 2 classes in the seventh grade, 23 female students and 16 male students. The participants were selected based on the new curriculum Kurikulum Merdeka, taking into account the order of acquisition of text material in the seventh grade.

Methodology

It applied a quantitative method that collects data through pre- and post-testing to investigate the effectiveness of GBA implementation through a procedural text. Pre- and post-tests are useful to look for the effectiveness of the approach (Creswell, 2012; Yulianeta, 2022; Muijs, 2022). The students were tasked with making a process text to make instant noodle food. During the post-test, students were asked to create a procedural text about creating potions. The text of the procedure is combined with infographics, because

infographics improve the understanding of information and facilitate guidance (Mubarok & Asri, 2020). Students were instructed to use picture in procedure text in order facilitating them arrange the steps.

DISCUSSION

The exam included a preliminary exam where students received suggestions from the text of the procedure. Students could search for material on the internet or in a book. They were then asked to make a printed procedure text on making instant noodles to be sent within 1 week. After submitting the assignment, the student will receive material on the general structure and linguistic features, a procedural text. And in the next meeting, the students were given proper instructions on how to create a drink using a simple process to make text paper. The types of drinks were free which met the appetite of the students. The students had a week to submit an article about creating a drink. Both pre-test and post-test procedural text paper scores are based on the 7 dimensions explained in the rubric.

Dimension	Maximum of score
Title	10
Creation	20
Tidiness	10
Ingredients	10
Steps	20
Grammar	20
Closing	10
Amount	100

When applying the pre-test to 39 students, the pre-test showed that the maximum score is 93, which was inversely proportional to the minimum score of 32. And the average showed a value of 67. This meant that the students lack the understanding to process the

text. Material and its structure, which affected the lack of writing skills. Deficiencies in inappropriate vocabulary, creativity, incorrect grammar, incorrect vocabulary and still disorganized structures lead to low scores for children, which also affected the average scores of students...

no.	Pre-test Score	
1	mean	67
2	maximum	93
3	minimum	32

Therefore, before taking the post-test, the students were asked about the obstacles they faced when they took the pre-test. Students received instructions on the text of the procedure; language feature, general structure and text structure. Students were also given instructions on how to construct a sentence and structure their writing. Many students actively asked questions and were enthusiastic about this session. Few students chose beverage creation as their next assignment. The next creation was to make a drink within a 2 week time limit. The results of the post-test results were presented in the table.

no.	Post-test Score	
1	mean	85
2	maximum	98
3	minimum	60

Post-test results showed changes in average, maximum and minimum values. The average showed a value of 85, which was a difference of 18 from the pre-test value of 67. The difference between the maximum score before and after the test was 5, which is a maximum of 98 after the test. However, the minimum score difference was 30, where the minimum score after the test was 60. To know how beneficial the use of GBA was for students' test technique writing skills, T-test and N-gain were used to measure its suitability. For data analysis tools, T-test and N-boost estimates were performed using Microsoft Excel 2019 data analysis. The results of these assessments were presented in the table.

T-Test of Implementation of GBA

	<i>Pre test</i>	<i>post test</i>
Mean	67	85
Variance	206	71
Observations	39	39
Pearson Correlation	1	
Hypothesized Mean Difference	-	
df	38	
t Stat	- 11	
P(T<=t) one-tail	0	
t Critical one-tail	2	
P(T<=t) two-tail	0	
t Critical two-tail	2	

From the analysis test results, two-tailed P (Tandlt;=t) was 0. In the t-test or Wilcoxon test, if sig. of 0.05 was considered significant. Thus, the T-test pre- and post-test results were found to be significant because they scored 0. This meant that the implementation of GBA through a procedural text with a score of 7 significantly changed students' writing skills. This

could be seen in the increase of the average, maximum and minimum marks of the student and in the post-examination...

N-Gain of Implementation of GBA through Procedure text.

To find out the effectiveness of the intervention since the implementation of the GBA through the procedural text, the data analysis was continued with the N Gain analysis. The N-confirmation was obtained by dividing the dispute between the post-test and pre-test into the dispute between the ideal and pre-test values. Data processing was introduced, including a separate overview in a flat structure.

No.	Mean	Score
1	Pre-test	67
2	Post-test	85
3	Post-test - Pre-test	18
4	Ideal score - Pre-test	34
5	N-Gain Score	0,53
6	N-Gain percent	53 %

The difference between post-test and pre-test was 19, while the difference between ideal scores and pre-test was 34. This means that before the post-test, students' however, the understanding of the procedural text was considered insufficient. And after the post-test, the difference between the average post-test score and the ideal score was 15. It could be seen that the children's skills improved after the treatment. GBA improves students' comprehension and writing skills (Montero-Arévalo, 2019). The results of the N-gain value showed a value of 0.53 with an N-Gain percentage of 53%, which meant that the effectiveness was at a moderate level.

Based on the T-test change test and N-Gain effectiveness test intervention, it could be concluded that the implementation of GBA through a procedure text made a significant change in students' writing skills, even if at a moderate level.

Discussion

Based on the results of T-test and N-Gain, it was known that the implementation of GBA through the Procedural text gave a significant change in the average level of students' writing skills. This meant that the increase in competence increased by about 50% from the ability to write procedural text before treatment. In other words, application of GBA in writing using infographics improved students' writing skills and achieves the goal of writing learning (Montero-Arévalo, 2019; Duran-Bautista, 2021; Wardani et al., 2021; Fatmawati, 2022). In addition writing procedure text using infographics or sequence of picture would guide students in order gathering idea and structuring text (Tampubolon & Suprayetno, 2022). Awareness of grammar, verb choice, general structure and language features showed positively after the post-test. GBA should be a suitable way to increase students' understanding and improve their English and writing skills by exploring text types (Ueasiriphan & Tangkiengsirisin, 2019), like procedure text (Daniarti et al., 2020; Ramadhan & Dibdyaningsih, 2022).

Factors that may cause insignificant improvement include students' lack of mental preparation for the material, lack of material books, lack of time, limited media options. With the introduction of the independent curriculum, although the teachers were given the flexibility to take material according to the needs of the students of the school, in practice the distribution of the material was still decided by the district education board, which decides to include the material in the study text . It became several obstacles for students who had poor English skills because they were still practicing to increase their English vocabulary due to the different backgrounds of the students. Although English-language material had been distributed, the lack of process text material in student books made it difficult for students to find instructions for writing a process text. Although this obstacle

could be overcome by searching for material on the Internet, this was also not a solution. Signals were complex and cell phones were not trusted by everyone, another obstacle could be finding sources to create procedure text. The next test was done 2 weeks before the last test. However, time constraints were caused by the large number of tasks in other subjects, which made it difficult for students to allocate time to preparing test procedures.

From the analysis of GBA implementation through the procedure text about students' writing skills, it is hoped that teachers should apply GBA to other genres that can improve vocabulary, grammar knowledge and autonomy, because GBA is essential to avoid producing things like collecting ideas and organizing text.

CONCLUSION

The results of T-test and N-Gain showed that the implementation of GBA through the Procedural text caused a significant change in students' writing skills at a moderate stage. Applying GBA to procedural text with infographics improved students' writing skills. Reasons for the lack of improvement were mental unpreparedness, lack of material books, and lack of time and limited media opportunities that caused the growth of expertise. The independent curriculum gave teachers the flexibility to take the material according to the needs of the students, but the distribution of the material is still decided by the district board of education. The post-exam held 2 weeks before the final exam was difficult because there were many assignments from other exams. Teachers should apply GBA to other genre that students can improve vocabulary, grammar and autonomy when teaching other text genres.

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